

MACROBIOTIC COOK & HEALTH ADVISOR TRAINING STANDARDS

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INTRODUCTION

It is envisioned that it will take a minimum of 2 years and 360 hours of teaching and supervised practice to complete training as a Macrobiotic Cook & Health Advisor. It is recommended that students do daily home study including reading, cooking, written work and exercise.

MACROBIOTIC THEORY

HISTORY OF MACROBIOTICS

AIMS

- 1 To explore how macrobiotics represents our inheritance from many human cultures who have lived harmoniously and sustainably on this planet.
- 2 To understand the key people and concepts that have contributed to the body of knowledge that makes up modern macrobiotics.

OUTCOMES

- 1 To discuss how macrobiotic philosophy has been inspired by many traditional cultures practice of sustainability and harmony with nature.
- 2 To be able to write out a time line that includes Hippocrates, Dr Von Hufland, Sagen Ishizuka, George Ohsawa, Lima Ohsawa, Michio Kushi, Aveline Kushi, Herman and Cornelia Aihara, Shizuko Yamamoto and one currently practicing teacher / counsellor / cook noting their contributions.
- 3 To be able to give an example of how this body of work has been developed by people currently working in the macrobiotic field and moved forward to cope with modern challenges.
- 4 To be able to list out the main concepts used in macrobiotics including acid and alkaline, sodium and potassium, ki, yin and yang, levels of consciousness (judgement), health and eating, five elements, spirals of materialisations, spiritualization and evolution along with a brief description of each.
- 5 To be able to discuss the benefits and disadvantages of using at least three of the concepts.
- 6 To be able to discuss the difference between George Ohsawa's interpretation of yin and yang and the classic Chinese definition.
- 7 To describe the evolution of the macrobiotic diet from George Oshawa's seven levels to its modern day application including its broadening from an traditional Japanese whole food diet to one that includes the most healthy foods from around the world.

THE MACROBIOTIC DIET

AIMS

- 1 To understand how the macrobiotic diet is a continuation of a grain and vegetable based diet eaten over thousands of years.
- 2 To understand what ingredients and cooking styles make up the current macrobiotic diet.
- 3 To know that a macrobiotic dietary practise is a fundamental part of The Macrobiotic Lifestyle (because food is such an important energy source for humans.) and that Macrobiotics is not a diet per se.
- 4 To know the origin of the word diet.

OUTCOMES

- 1 To be able to list typical grains, vegetables, sea vegetables, beans, soya products, fermented foods, fish, nuts, seeds, oils, fruits, seasonings used in healing style macrobiotic diet. To do the same for a broader long term macrobiotic style diet. To be able to discuss the advantages and disadvantages of Michio Kushi's standard macrobiotic diet.
- 2 To be able to list all the cooking styles commonly used in macrobiotic cooking.
- 3 To be able to draw different pie charts showing the proportion of different food groups recommended for people according to their different needs and circumstances.
- 4 To be able to write out a week's menus that include all macrobiotic food groups and contains the maximum variety of ingredients and cooking styles. This should be applied to breakfasts, lunches, dinners, deserts, snacks and teas.
- 5 To keep a food diary and use this to note the range of macrobiotic ingredients and cooking styles used.

THE ENERGY OF FOODS

AIMS

- 1 To understand how foods contain a living energy and how to recognise the energy in foods with the aim of being able to recommend foods according to their energy to improve the energy flow in a particular person.

OUTCOMES

- 1 To be able to explain how foods and their unique energies affect our thoughts and emotions.
- 2 To describe the differing energies of plant and animal foods and their affects on humans.

- 3 To be able to correlate ingredients with the direction of the predominant flow of energy in them. In, out, up, down, horizontal. For example celery up, carrot roots down, onions out.
- 4 To be able to correlate cooking styles and the direction of energy they add to a dish.
- 5 To list foods that are close to the beginning of their life cycle and be able to discuss the effects of taking in young energy.
- 6 To list foods that have a mature energy and be able to discuss the influence of taking in their energy. Describe possible influences of the foods life and the likely effect on the energy of the food. For example the difference in energy between a wild salmon and squid.
- 7 To be able to identify ingredients by geographical location and be able to discuss the influence of eating them.
- 8 To be able to identify ancient foods that have grown since early phases of the planets evolutionary cycle and describe the likely effect of taking in this energy.
- 9 To be able to identify modern foods in terms of evolution and describe the likely effect of taking in this energy.
- 10 To be able to list ingredients in terms of how quickly they grow and explain the likely effect of eating fast or slow growing ingredients.
- 11 To be able to group foods in terms of whether they grow in the air, water or soil and discuss the likely effect of eating them.
- 12 To be able to discuss the effect on the energy of foods of the climate and season they grow and how this influences human energy when eaten.
- 13 To be able to discuss how different ingredients and cooking styles may be used to change a person's internal energy.
- 14 To keep a food diary and use this to note the effect of macrobiotic ingredients and cooking styles on the student's physical health and emotions.
- 15 How modern farming, food processing and method of killing animals can affect our mind and body.
- 16 To be able to discuss the advantages and disadvantages of applying the five elements to cooking.

HUMAN ENERGY

AIMS

- 1 To be able to sense energy / Chi / Ki / life force in human being and be able to use this information to decide what energy in foods would best help an individual.

OUTCOMES

- 1 To be able to sense energy between the palms of the student's hands and describe it.
- 2 To be able to feel a heat field around the hands and describe how the student can move in and out of it.

- 3 To try to see energy around a person's head when against a white background and describe the different shapes and hues on different people.
- 4 To be able to feel hot and cold energy on a person's back. To run the back the thumbs down the skin over inner bladder meridians and compare the width and blush of the line with the initial energy reading.
- 5 To try to feel the energy around a person's head and to compare the feeling of energy when the person is thinking about the future or past. To be able to indicate whether a person is thinking of the past or future by feeling the energy around the head.
- 6 To be able to draw the location of the seven chakras on an outline drawing of the human body as well as locate the charkas directly on a person using a pendulum.
- 7 To be able to chant and note the way in which each chakra can be vibrated by sound.
- 8 To have the opportunity to feel the strength and direction of energy flow around a human body.
- 9 For the student to be able to feel his or her palms warm up whilst transferring energy to another person.
- 10 To experience the feeling of exchanging energy with another person and note the change in emotions.
- 11 To be able to carry out a simple kinesiology test with the subject holding different foods whilst assessing his or her strength.
- 12 To be able to list and demonstrate an awareness of likely influences on human energy, including; weather, food, planetary influences, sun, moon, seasons, times of day, local ambient energy, clothing, colours, other people, exercise, sleeping direction, the internal atmosphere of a home.

MACROBIOTIC HEALING

AIMS

- 1 To understand that we are intimately connected to nature, natural cycles & the universe, not separate from them.
- 2 To understand the relationship between food and health along with internal human energy and influences on energy.
- 3 To understand the mechanisms by which someone might recover from poor health.

OUTCOMES

- 1 To be able to identify conditions that are commonly thought to be related to food as well as eating habits and describe the mechanism by which poor food aggravates the illness. E.g. colon cancer, diabetes type two, obesity, stomach ulcers, gout.
- 2 To be able to identify conditions that are commonly thought to respond well (improve or manage) to a healthy diet and describe the mechanism by which healthy eating can improve these illnesses. E.g. heart disease, diabetes, constipation, and gout.

- 3 To be able to explain how food affects the digestive organs, liver, blood and eventually the condition of each cell.
- 4 To be able to describe the organs of elimination (including lungs, skin, kidneys) and explain how they influence the healing process and explain how macrobiotic foods can help this process.
- 5 To be able to list other healing diets and assess to what extent these can be combined with a macrobiotic diet.
- 6 To have an awareness of other forms of healing – faith based, spiritual, palm healing, conventional medicine, herbs, positive thinking.
- 7 To demonstrate the ability to describe the macrobiotic principles for eating and explain the benefits of chewing, sitting to eat, positive associations, feeling relaxed.
- 8 Using a sample diary to be able to recommend simple practical changes to create a more healthy diet.
- 9 To demonstrate the ability to list possible side effects of starting a macrobiotic diet and describe ways to overcome this.
- 10 To give examples showing that health is an ongoing process of change and adaptation. It is never static or perfect.
- 11 To explain how eating habits in modern society very often have an emotional basis.
- 12 To explain how stress in all forms causes disequilibrium leading to certain food choices that are often misguided.
- 13 To be able to explain the importance of exercise/movement as a vital factor in the process of human health.
- 14 To be able to suggest appropriate exercises for clients.
- 15 To create five case histories under supervision.

MACROBIOTIC COOKING

OVERALL AIMS

- 1 For the student to be able to cook for his or her own wellbeing.
- 2 To be able to cook for a wide variety of people.
- 3 Teach basic cooking classes.
- 4 To help other people cook using macrobiotic principles.
- 5 To be able to cook for small groups of people.
- 6 To have a professional approach to cooking.

SETTING UP A MACROBIOTIC KITCHEN

AIMS

- 1 To be able set up a clear, uncluttered space.
- 2 Work within health and hygiene and safety guidelines.
- 3 To be able to choose appropriate clothing and apron.
- 4 To understand the advantages and disadvantages of different materials in the kitchen including cookware, utensils and board.
- 5 To be aware of the dangers of toxic household cleaning products.

OUTCOMES

- 1 To hold a current valid health and hygiene certificate.
- 2 To demonstrate the ability to act safely in the use of all equipment in the kitchen.
- 3 To write about and show with photographs how the student set up a kitchen space at their own or a friend's house.
- 4 To be able to list the common dangers present in kitchens for adults and children.
- 5 To be able to discuss the implications of wearing natural clothes.
- 6 To be able to comment on the effect of wearing strong perfumes on the ability to judge taste and smell.
- 7 To provide a homework assignment explaining the advantages and disadvantages of different dishes, knives, cookware, utensils and cutting boards.
- 8 To research and provide written information on the effects of using potentially toxic household cleaning products.
- 9 To demonstrate the ability to wash and care for kitchen equipment as well sharpen knives.

MENU PLANNING

AIMS

- 1 To be able to plan varied, nourishing, tasty, satisfying meals for different occasions and different people.
- 2 To be able to create menus for a week that are nutritionally and energetically well balanced over a period of several days.
- 3 To be able to adjust menus to suit people with various dietary preferences.

OUTCOMES

- 1 To write out a sample menu plan for each of the following: a family, single adult, children and the elderly and explain the reasons why.
- 2 To write sample menus for buffets, celebrations, packed lunches, travelling food, picnics, quick meals.
- 3 To write out a sample menu plan and describe suitable cooking practices for someone who is; vegan, vegetarian, kosher, Muslim, Hindu, Sikh, following a food combining or raw food diet.
- 4 To be able discuss how the menu plans will be well balanced and contain enough nutrients.
- 5 To be able to adjust the menu planning to suit different climatic zones, seasons, weather conditions and lifestyles.
- 6 To describe how to plan and organise a meal for a larger group of people.

SOURCING INGREDIENTS

AIMS

- 1 To understand the implications of using organic, local, and seasonal foods.
- 2 To be able to distinguish how to source different foods groups such as fresh vegetables, fish and fruits compared to dried foods and processed foods.
- 3 To be aware of the full range of local options including farmers markets, whole food outlets, quality hand-crafted foods and foods from the wild.

OUTCOMES

- 1 To discuss the implications of large supermarkets chains and their effect on agriculture and farming.
- 2 To describe the possible diluting of food standards.
- 3 To give a presentation describing the implications of using organic, local, and seasonal foods.
- 4 To make a list of foods that could be sourced locally and seasonally.
- 5 To list foods commonly used in macrobiotic cooking that come from further afield, and discuss the advantages and disadvantages of using these foods.
- 6 To research and note the possible effects of consuming foods that have been contaminated with pesticides, chemical fertilisers and hormones.
- 7 To grow herbs or vegetables or visit an organic or permaculture farm and give a presentation describing the experience.
- 8 To list possible wild foods that can be foraged.

THE USE OF FIRE, TIME, PRESSURE, SOAKING & SPROUTING

AIMS

- 1 To understand the biological and energetic transformation of foods when exposed to heat.
- 2 To understand how time effects the transformational process.
- 3 To understand how physical pressure on vegetables in the pickling or pressing process chemically breaks down the cellulose.
- 4 To understand how pressure cooking grains and beans effects the quality of the food.
- 5 To understand the potential benefits of soaking grains, seeds, nuts and beans.
- 6 To understand the biological and energetic influence of sprouting.

OUTCOMES

- 1 To write how fire in cooking changes food energetically and biologically.
- 2 To discuss how the longer a food is exposed to fire, pressure or salt the more it changes.
- 3 To make pressed salads and simple vegetable pickles.

- 4 To pressure cook and boil grains and note the difference in the experience of eating them.
- 5 To list the potential benefits of soaking grains, seeds, nuts and beans.
- 6 To research and present the biological and energetic influence of sprouting.

FIVE TASTES AND FIVE TRANSFORMATIONS

AIMS

- 1 To identify the five tastes – sour, bitter, sweet, spicy / pungent, salty.
- 2 To be aware of the five transformations in relation to taste and energetic quality of food.

OUTCOMES

- 1 To taste different foods blindfolded and identify the five tastes.
- 2 To observe, experience and taste different foods and identify the five transformational energies.
- 3 To experience different cooking styles in terms of the five transformations.
- 4 To draw out the five element / transformation chart and identify seasons, times of day, tastes, examples of foods, seasonings and cooking styles.
- 5 To plan menus containing all five energies in ingredients, tastes, seasonings and cooking styles.

KNIFE SKILLS

AIMS

- 1 To select the correct knives for your own comfort and skill.
- 2 To be able choose the appropriate knife for the type of cutting and food.
- 3 To be able to maintain the knife.
- 4 To be able to cut using a wide range of styles.
- 5 To be able to use a knife safely.

OUTCOMES

- 1 To demonstrate the practical use of a variety of knives with skill and confidence.
- 2 To demonstrate the ability to choose the appropriate knife to cut vegetables, fruit, bread and fish.
- 3 To demonstrate the ability of halving, quartering, cutting on the diagonal, cubing, dicing, cutting of match sticks, shaving, roll cutting and chunky cutting a variety of foods.
- 4 To demonstrate the ability to sharpen the knife using an appropriate sharpening stone.
- 5 To demonstrate the ability to package the knives for travelling.
- 6 To demonstrate the ability to place and handle knives for your own and others safety.

COOKING STYLES

AIMS

- 1 To be able to use the different cooking styles to create dishes with a particular flow of energy to suit the season or occasion.
- 2 To be able to talk about the different cooking styles in terms of yin and yang as well as the five elements.

OUTCOMES

- 1 To demonstrate the ability to cook a dish for each season and explain how the cooking style changes the energy of the food.
- 2 To explain how different cooking styles can increase the presence of yin or yang energies as well as the energies of the five elements.

SEASONINGS

AIMS

- 1 To be able to complement and enhance the flavour of a variety of dishes.
- 2 To practice the art of combining ingredients to achieve the desired flavour.
- 3 To practice working with appropriate quantities and be aware of the risks of using too much of any ingredient.
- 4 To be able to identify the effect of a seasoning on transforming the energy of the dish.

OUTCOMES

- 1 To demonstrate the ability to choose and make appropriate seasonings and add them to dishes.
- 2 To combine seasonings to make dressings and sauces in class.
- 3 To be demonstrate the ability to work with fresh ginger, shoyu, miso, garlic, lemon, lime, orange, mirin, apple juice concentrate, apple cider vinegar, ume vinegar, brown rice vinegar, honey, syrups, sea salt, umeboshi, mustard, wasabi, turmeric, paprika, tahini, nut butters, and others.
- 4 To be able to explain how different cultures have traditionally used seasonings to counteract potential undesirable bacteria.
- 5 To be able to explain how seasoning could alter energy of a dish.
- 6 To make a dish and taste it before and after seasoning and discuss the difference.

CONDIMENTS

AIMS

- 1 To be able to make and use a range of macrobiotic condiments appropriately.

OUTCOMES

- 1 To demonstrate the ability to make a variety of condiments such as gomasio, nori condiment, dried fish powder, roasted wakame powder.

WATER

AIMS

- 1 To be aware of different sources of water, and the possible effects on the person consuming them.

OUTCOMES

- 1 To be able to discuss the different sources of water such as bottled, tap, purified, filtered, and fresh spring, and their affects on health.

FERMENTATION

AIMS

- 1 To be able make simple pickles.
- 2 To understand to the process of fermentation.

OUTCOMES

- 1 To demonstrate the ability to make pickles such as; shoyu and lemon pickles, salt brine pickles, ginger pickles, umeboshi pickles and vinegar pickles.
- 2 To discuss the effect of time on pickling and list short, medium and long term pickles.

OILS

AIMS

- 1 To be aware of the potential effect of oils breaking down when heated or in sunlight.

OUTCOMES

- 1 To cook with saturated, mono-unsaturated and poly-unsaturated fats and taste and discuss the differences.
- 2 To list out the different types of oils in each of the above groups.
- 3 To use appropriate oil or fats for baking, deep frying, sautéing, adding to soups or stews and salad dressings.
- 4 To discuss using fish, seeds and nuts as a source of oil.

SALT

AIMS

- 1 To be aware of different types of salt.
- 2 To gain experience in using salt in cooking.

OUTCOMES

- 1 To list out different types of salt and discuss the possible effects of cooking with them and long term health implications.
- 2 To demonstrate the ability to season dishes appropriately using salt and salty seasonings and being able to adjust for individual needs.

HERBS & SPICES

AIMS

- 1 To be able to use and understand the energy a range of herbs and spices.

OUTCOMES

- 1 To be aware of local herbs and those that are traditionally part of the local culture.
- 2 To be able to explain the properties of a range of commonly used fresh and dry herbs and spices.
- 3 To demonstrate the ability to use herbs and spices to enhance the taste of a dish.
- 4 To discuss the appropriate use of herbs and spices and their affects on the people's energy.

FOOD PRESENTATION

AIMS

- 1 To be able to present food in an attractive, colourful style.
- 2 To understand the effect of presentation on the people who will eat it.

OUTCOMES

- 1 To demonstrate the ability to create a variety of dishes and present them to the class.
- 2 To write an essay on how food presentation influences the appetite, mood and digestion in the person eating it.
- 3 To demonstrate the use of a variety of garnishes on dishes appropriately.

ANIMAL FOODS

AIMS

- 1 To understand the difference between organic and non-organic animal food in terms of human health and environmental impact.
- 2 To be able to include animal foods within a macrobiotic menu plan.
- 3 To be able to cook dishes with animal food.

OUTCOMES

- 1 To discuss the effect of non-organic food sources, hormones, dyes and medication on the edible parts of an animal.
- 2 To write out a menu plan that would include animal food if desired.
- 3 To explain how different cultures use different foods like wine, lemon, mustard, spices, pickles, horseradish and grated daikon or radish and marinating to aid the digestion of animal foods.
- 4 To demonstrate the ability to cook a dish including some animal food.
- 5 To discuss the health benefits and traditional use of bones and carcasses in the making of stocks.

FOOD STORAGE

AIMS

- 1 To be able store food safely in order to be able to prolong its life.

OUTCOMES

- 1 To write about storage in terms air-tight containers, larders, drying, refrigeration and freezing.
- 2 To write about the effects of temperature, humidity, sunlight, oxygen on raw, dry and cooked foods.
- 3 To write about sensitive foods such as oils, wine, shoyu and miso.
- 4 To write about the storage and subsequent reheating of foods in terms of safety.
- 5 To write about ways to prevent pest contamination of dried foods like grains and beans.
- 6 To discuss options for storing food while travelling.

CRAVINGS

AIMS

- 1 To understand the possible reasons for craving specific foods at certain times.
- 2 To be able to create other food options to satisfy a craving.

OUTCOMES

- 1 To research and write about emotional cravings creating by emotional associations with certain foods.
- 2 To research and write about physical cravings due to nutritional deficiencies and energetic imbalances.
- 3 To research and write about habitual cravings.
- 4 To discuss the role of exercise, counselling and lifestyle in helping overcome persistent unwelcome cravings.
- 5 To create recipes that would be a helpful alternative to examples of craved foods.

ALLERGIES

AIMS

- 1 To be familiar with different food allergies and understand how to adapt macrobiotic eating to suit his or her diet.

OUTCOMES

- 1 To research and demonstrate a basic knowledge of candidiasis, wheat intolerance, nut allergies, gluten intolerance, and dairy food intolerance.
- 2 To discuss the respect of other people's advice whether medical or nutritional and the negative implications of changing outside professional advice.
- 3 To list out the foods that should be avoided in the diet of someone with Candidiasis, wheat intolerance, nut allergies, gluten intolerance, and dairy food intolerance.
- 4 To write out a menu plan and cook sample meals without ingredients that cause an allergic reaction.

MACROBIOTIC HOME REMEDIES

AIMS

- 1 To know and be able to recommend simple natural home remedies.

OUTCOMES

- 1 To demonstrate the ability to recommend a skin scrub.
- 2 To demonstrate the ability to apply a salt pack and ginger compress.

BODY STUDIES

EXERCISE

AIMS

To regularly practice health promoting exercises, and to be able to give basic instruction in these to others.

OUTCOMES

- 1 To demonstrate the ability to perform a simple Do-in routine, and to teach this to others.
- 2 To be able to perform simple breathing exercises, and explain to others how to perform them.
- 3 To be familiar with the path of the 12 Classical meridians over the body.
- 4 To be able to locate the following 12 commonly used tsubo, and to know their common uses. LG 1, LI 4, ST 36, SP 6, HT 1, SI 11, KD 1, BL 67, TH 5, HP 8, LV 3, GB 21.
- 5 To be able to name and locate the four tsubo commonly contra-indicated during pregnancy.
- 6 To practice and recognise the benefits of outdoor exercise and activities.

SHIATSU

AIMS

- 1 To have a basic understanding of the principles and practice of shiatsu as a form of body work.

OUTCOMES

- 1 To be able to give a simple shiatsu treatment, using palming, thumbing and stretching techniques, to the neck, head and shoulders for general relaxation.

WESTERN STUDIES

PHYSIOLOGY AND ANATOMY

AIMS

- 1 To have a basic knowledge of physiology and anatomy.

OUTCOMES

- 1 To be able to draw on an outline on the human body the location of the brain, lungs, heart, liver, gallbladder, stomach, pancreas, spleen, small intestines, colon, bowel, bladder, ovaries, uterus, testicles and kidneys and to describe the gross structure and functions of each organ.
- 2 To be able to feel / palpitate the abdomen and locate the stomach, small intestine, each section of the colon, liver, gall bladder, pancreas and bladder.

WESTERN SCIENTIFIC NUTRITION

AIMS

- 1 To know where various nutrients come from in the macrobiotic diet and be able to create menus that are nutritionally complete and balanced in terms of acid and alkaline as well as sodium and potassium. To know how to adjust the macrobiotic diet to lower the glyceamic index and load as well as being able to make it low in gluten, wheat free, and free from fermented foods. To be able to adjust the diet for children.

OUTCOMES

- 1 To be able to create a menu that is balanced in terms of acid and alkaline as well as sodium and potassium.
- 2 To be able to identify those foods that are low in the glycaemic index and load and write out a macrobiotic menu that would be suitable for weight loss and blood sugar stability.
- 3 To be able to list good sources and the role of iron, calcium, protein, vitamins B12, D, A, C, E, and K2.
- 4 To be able to discuss the difference between saturated, polyunsaturated and mono unsaturated fats and describe which are best suited to cooking and explain the risk of using polyunsaturated oils.
- 5 To be able to discuss the role of essential fatty acids and fish oils.
- 6 To discuss the effects of salt and considerations for babies, children, adults, and post-menopausal women.
- 7 To demonstrate the ability to research unfolding knowledge on phyto nutrients using the internet.
- 8 To be able to discuss the role of so-called 'superfoods' like sea vegetables, miso and natto in a general diet.
- 9 To design a days eating that includes all essential amino acids and made up of non animal foods.
- 10 To explain the different types of carbohydrates – monosaccharides, disaccharides and polysaccharides and provide examples of which ingredients contain each type.
- 11 To list out the benefits of eating fermented foods and discuss the role of enzymes in digestion.
- 12 To explain the reason it is recommended to pre soak beans and grains.
- 13 To be able to design macrobiotic diets that are low in gluten, wheat and fermented foods. To be able to discuss how these foods might be brought back into a person's diet where he or she previously suffered an allergic reaction.

- 14 To be able to explain adjustments that need to be made to the macrobiotic diet for children.
- 15 To list out possible health risks of eating certain types of macrobiotic diets in the long term. To note the possibility of B12 and vitamin D deficiency on vegan macrobiotic diets.
- 16 To be able to list good sources of anti oxidants and explain their role in combating free radicals.
- 17 To understand how different cooking styles change the absorption of fats, carbohydrates, water and oil and water soluble vitamins and minerals.
- 18 To explain the conversion processes between fats, protein and sugars in the body.
- 19 To be able to discuss the benefits and disadvantages of eating meat, dairy foods, sugar, coffee and processed foods.

PERSONAL DEVELOPMENT AND SKILLS

ETHICS

AIMS

- 1 To be able to interact positively with clients and work to the ethics and code of practice set out by the association.

OUTCOMES

- 1 To demonstrate the ability to explain how the association's code of conduct and ethics should be applied in different situations and why those rules apply and always advise that in cases of serious illness this regime works best in conjunction with conventional medicine.
- 2 To demonstrate the ability to describe the difference between empowering a client and enslaving them and how to make any client / consultant relationship a positive experience for the client.
- 3 To demonstrate the ability to keep proper records.
- 4 To demonstrate the ability to set boundaries on how far a practitioner might interfere in a client's life and work with respect, integrity and deference.
- 5 To have experienced and practised with all parts of the macrobiotic course before recommending it.
- 6 To follow a macrobiotic lifestyle as much as possible so you continuously experience its effects.
- 7 To demonstrate clear understanding and handling of business and money between self & client & suppliers.
- 8 To demonstrate a knowledge the boundaries of your remit as a Macrobiotic Cook & Health Advisor and when to recommend a macrobiotic counsellor.

COMMUNICATION SKILLS

AIMS

- 1 To develop your ability to listen deeply, from a neutral position and then to impart knowledge in an honest, positive, confident manner that respects the client's feelings and journey in life.

OUTCOMES

- 1 To be able to illicit appropriate information required to design a macrobiotic diet.
- 2 To be able to demonstrate the communication skills and one to one manner that will put a client at ease whilst being able to clearly communicate relevant information.
- 3 To be able to organise notes for a brief public talk and deliver it in a clear manner. To be able to answer sample questions as though from an audience.
- 4 To be able to conduct a macrobiotic advice session under supervision.

INTUITION

AIMS

- 1 To understand the meaning of intuition from a macrobiotic perspective.
- 2 To understand the relationship the body has with food and nutritional sources and how this could result in intuitive cravings.
- 3 To be able to accept and use your intuition in creating menus and whilst cooking.
- 4 To understand the role of repetition and practice in developing intuition.

OUTCOMES

- 1 To discuss what intuition is with reference to the dictionary definition.
- 2 To discuss how the human body can create an intuitive desire for certain foods to restore a nutritional deficiency or energetic imbalance.
- 3 To give examples from the students own lives on how they have used their own intuition.
- 4 To discuss the role of intuition in creative cooking.
- 5 To discuss and give an example how repetition and practice has lead to greater intuition.

PERSONAL PREPARATION FOR COOKING

AIMS

- 1 For the students to be able to present themselves in a way that would inspire confidence in his or her client.

- 2 To understand the need to take the time to consider all aspects of the cooking assignment.
- 3 To be aware of the prospective client's requirements and prepare for this.

OUTCOME

- 1 To discuss issues of clothing, personal hygiene, communication, punctuality, enthusiasm, emotional condition and physical condition.
- 2 To discuss the preparation of menus in advance.
- 3 To list ways of getting all the relevant information before taking on a cooking appointment.
- 4 To design information sheets on working conditions and requirements to give to clients.
- 5 To discuss items to take on a cooking assignment.
- 6 To discuss ways to minimise misunderstandings between cook and client.

CONTINUED SELF-DEVELOPMENT

AIMS

- 1 To maintain a daily macrobiotic practice and gain real life experience of living in a macrobiotic way.

OUTCOMES

- 1 To keep a food diary to reflect food intake, emotions, exercise and any other daily practice and discuss this with the tutor or teacher.
- 2 To discuss various ways used to maintain their health and wellbeing.

SELF DIAGNOSIS

Simple self diagnosis techniques for the student to assess his or her own condition.

- 1 Bowel movements and urination
- 2 Sleep
- 3 Energy levels
- 4 Mood swings
- 5 Cravings
- 6 Dry or oily skin
- 7 Breathing
- 8 Respiration

BUSINESS SKILLS

AIMS

- 1 To be knowledgeable on how to keep accurate financial record with integrity and comply with tax and National Insurance requirements.

- 2 To have the skills to work as a freelance Macrobiotic Cook & Health Advisor.

OUTCOMES

- 1 To demonstrate the ability to keep financial records.
- 2 To write out your own mission statement.
- 3 To construct a viable business plan.
- 4 To show how you will follow the MBA ethics in business for the highest good of yourself and your client.

SUPERVISED PRACTICE

AIMS

- 1 To be able to demonstrate the ability to communicate sensible macrobiotic knowledge clearly and in a way that is beneficial to a particular person, couple or family.

OUTCOMES

- 1 To demonstrate the ability to be a Macrobiotic Cook & Health Adviser under supervision in at least three different sessions.

WORK PRACTICE

AIMS

- 1 To get experience in cooking for and giving general health advice to people.

OUTCOMES

- 1 To deliver a report on how the student has worked cooking and giving macrobiotic educational advice to the same client or clients on at least three occasions.

CONSULTATION WITH A TUTOR PLUS REVIEW OF FOOD DIARIES

AIMS

- 1 For students to have personal mentoring from course tutors.

OUTCOMES

- 1 To have regular tutorials, review of food diaries, and macrobiotic mentoring as needed during training.